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J. M. HALL, Pres. Doyle Avenue School.

II. Unanimously recommended by the Text-Book Committee.

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Respectfully submitted. HUNTER C. WHITE, Chairman for the Committee.

III. Unanimously adopted by the School Board.

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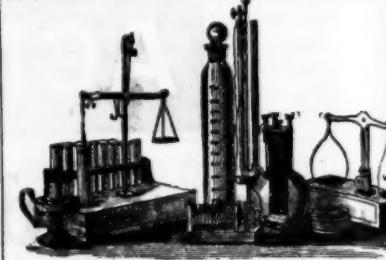
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THE NEW EDUCATION.

In the early dawn of civilization mankind discovered two facts—the need of imparting to children the arts of writing and computation, and that it was possible for one person to produce an elevating moral and intellectual effect upon others. The application of these discoveries was made by degrees and we have but a slight record of them, for wars and political struggles make up the substance of the early history of the human race. In Greece and Rome both the instructor in the arts of writing and computation and the leader or director of thought make their appearance. The value of the former has grown upon men as age after age has rolled by, until finally it is proposed in this free country to compel our youth to learn these arts.

There stands out before the readers of Greek history the name of Socrates as the type of those who possess power to elevate others morally and intellectually; and as years have gone by more and more attention has been given to comprehend the methods and means employed by this class of persons. To use the common phrase, this class impress character. Now Pestalozzi early penetrated the weakness of the instructor's work; he saw that the boys who had learned to read, write, and compute, grew up idle and vicious men; he saw that if ever there were to be elevating influences exerted in the formation of character, the time of youth was the period for their employment. Few of the adult population of Athens were desirous of hearing Socrates; the impresible stage had passed.

Pestalozzi set himself to the task of *uniting instruction and elevation*; he proposed methods of instruction that should at the same time elevate the moral character and not leave that to be done by a separate operation; for he had seen, as thousands of others, that this was rarely done. The methods employed by the one who made his sole business that of instructing in the arts of reading, writing, and computation were in general of a most repellent nature; the boy crept unwillingly to school; his moral nature was not addressed; he was looked at as a mere absorbent of knowledge.

Pestalozzi believed that moral elevation was the result of the natural evolution of the mind, and strove to find methods that would produce growth. "I would psychologize education," are his words—meaning that he would cause instruction to be so carried on that the natural growth or development of the mind, should be effected, and thus impress character. This he sought and discovered. This was really the great educational discovery of all time; and as time goes on Pestalozzi's form will rise higher and higher. This was so new a thought—that a child could be taught the things it ought to know in a manner that would develop its moral character—that it is rightly termed the new education. This discovery Fröbel set himself to apply to the development of young children, and won a fame almost equal to his master, Pestalozzi. President Patton says in 1890: "The teacher who has charge when the boy learns to read, and write, and cipher, is the one who is making the boy's future."

THE new education is founded on a belief that the gaining of knowledge may install the superior powers of the individual. It found its creed in that great truth that as mankind has educated itself it has grown more observant of moral duties; that as men grow wiser they grow better. It aims to induce the acquiring of knowledge for a purpose, and that purpose is the spiritual elevation of the learner. The old education went no further than to be sure the pupil acquired the fact; the results of the instruction given from this point of view have disappointed many a philanthropist; many of them have thought it was far better not to educate. The new education believes that Nature aims at the elevation of mankind; that the thousand years of joy and happiness on earth is not a dream; that to reach these we must follow the method that is taught by Nature.

THE full measure of success comes to such only as have found their true place in life. To know the truth of this is worth much; but it is of far more import to know the direction in which one's functions will produce the best results. Circumstances often lead to work for which one is not adapted. Young men and young women have and will continue to choose the profession of teaching, not because they have special fitness in that direction, but for the reason of its use in helping them to "something better." They make it a stepping stone to the law, to medicine, to the ministry, to business. Many are apparently successful and accomplish substantial results, but they cannot hope to win the greatest degree of success, nor does it follow that they are to be reckoned as failures. Success is connected closely with progress. The overpowering sense of responsibility weighs so heavily at times that one is often unconscious of progress. It is not always possible to judge of results by feelings or outward appearances.

And it is not accurate to judge of one's success by the size of one's annual income, by the enrolment of the record, by the prominence of the position; for none of these reasons are criterions. The very best teachers are underpaid. Some of the brightest ones are in charge of *small schools*; others, highly successful, live in the obscurity of remote places. All are acting well their part, not caring whether the world at large recognizes their value or not.

Some lives are like stones cast into a stream whose banks are lined with people who applaud as the circles increase and widen. Others resemble the purring rivulet whose source is away back among the mountains, and which seeks its way to the ocean amid the vast silences of the forest. Their acts are unseen by the multitude, but they will be recognized nevertheless by the all-seeing eye of God. When the benign influence of contentment throws its halo around our lives; when we are disposed to let a higher judgment than ours pass upon our best efforts, then, and not until then, shall we be in a condition to merit the full significance of success.

IT is not an easy thing for a teacher to impress his pupils with the beauty of the law of love when the law of hate is observed in the house. "My father says always to get even with people," said a pupil when the discussion was upon "retaliation." And yet this father was a leading man in the town, one very much hearkened to by others. The teacher has to war against the inheritance his pupils possess out of the past.

Thousands of people read the New Testament, but do not imbibe from it the spirit of the Man whose name is steadily, though slowly, rising higher as every year rolls round. The school-rooms are exemplifying this spirit far more than we think. An Indian youth in the camp at Pine Ridge said: "I don't want to grow up to be a brave, I want to be kind." Some teacher has made the law of love appear the better to this descendant of tribes whose delight has been in destruction and death. And this incident will cause many a teacher to make renewed effort to have a spirit of kindness reign in her school-room. Children are more impresible than we think; but they learn kindness by example faster than by precept.

THE report of State Supt. Draper concerning public education during 1890 is a document that will compel attention. The reports from the other states do not seem to indicate that there is a man at the helm; too often there seems to be no helm at all. Supt. Draper at the outset asked this question: "To what port is this ship sailing?" Ans. "To a higher and nobler civilization, borne along by the forces of education." "In what way can our education be impressed?" Ans. "By improving the teacher."

He entered upon his duties, not with an eye to the salary or to being re-elected; but to set in motion a train of forces that should result in elevating the schools of the state; his efforts have already borne rich fruit. The time is soon to come when none but teachers who have had training in actual teaching will be employed in the public schools of the state.

THE Indian chief Red Cloud said lately that the Indians suffered because "we have no newspapers of our own to speak for us." This is a deep thought for an Indian. If those teachers who want education to advance faster would think as deeply as this Indian, they would subscribe for educational papers. There are those who are riding on the top wave of prosperity who have not paid a cent towards the support of an educational paper; they are getting the benefit of a deep educational movement, but contribute nothing to cause that movement; they are like men who walk along the shore to grasp what the tide brings in. Let them ponder on the words of Red Cloud.

A CONVENTION was recently held in New York to consider the project of starting a summer school to promote the more practical training of the clergy. This is a step in the right direction. Clergymen are teachers, and as such they should understand the best methods of reaching the various classes of people. The spirit of progress demands the best thought, and the summer school should be the medium for the exchange of ideas, not for the public school teachers, alone, but for the clergy as well.

THE teacher will find suggestions in the words of Marion Harland: "From first to last avoid rust. That calamitous distinction can be prevented by keeping bright and busy. Forget yourself in the weal of others, and time will forget you."

RABNER'S description of the tutor in Germany at the beginning of the 18th century shows the low estate of the teacher in those days, not so very far away from these times:

"He shall shave my lord, frizzle my lady's hair, train my lord's dogs, coach my lord's horses, and, by the by, inform my lord's children." "By the by" is good.

WARD McALLISTER's ideas are worth knowing, even if silly: "You could assign a community to its exact rank in civilization, don't you know, if you knew the use it made of brocades. Buds wear tullies. All immature society is ruled by buds. Beautiful matrons wear brocades. Developed society takes its cue from beautiful matrons. No brocades, no real society; the more brocades the more highly organized the social system: the two things revolve about each other, don't you see? This is why I say the best thing about woman's dress at the present time is the sumptuousness of the brocades." Let all hard "get on to" the brocade idea.

In Germany, after ten years' service, each teacher is entitled to a pension equal to one-quarter of his salary at that time should he be obliged to stop teaching. To this one-eighthieth is added for each year's service thereafter. Thus, if he should teach thirty years and then stop, twenty-eighths are added to the one-fourth—that is, he will get one-half the salary as a pension. Should his salary be \$800, he can retire on an annual income of \$400. In this country it would be well if one who has taught twenty-five years could be retired on a pension equal to one-half of his salary, during the last year of his service.

CHARLES DUDLEY WARNER says a great many good things; in *Harper's Magazine* for January he discussed the need of elevating men:

"The attempt to elevate women, as it is facetiously called, is no longer an experiment; but how is it about the attempt to elevate men by this roundabout process? Are the men of the day improving? Are the politicians, for instance, any better; do they read more; do they try to fit themselves by study for legislative and executive positions; are they any better informed on economic questions; are they more sensitive to a reputation for honorable dealing; are they more jealous for the good name of the country in such a matter, say, as the international copyright? And the young men in offices, in shops, in business, are they being raised intellectually, or do they share proportionately in the great movement for the elevation of the other sex? Every one can answer this question for himself by a little observation of the ways in which young men spend their leisure time. And as to the outward refinements of life, manners, and dress. Even in the industrial walks of life, does the young man dress with the neatness and becomingness that characterize the industrial young lady of the period? Are these trifles? It is by the observation of the ordinary in the conduct of men that the philosopher estimates the drift of the age. In the, which has been triumphantly called the woman's age, one is forced, occasionally, to note what is becoming of the other half of the world."

EFFORTS have been made by the Philadelphia school board to get Supt. Balliet, of Springfield, Mass., for the place soon to be vacated by Supt. MacAlister, but he has declined; there are other things in the world besides money. Mr. Balliet now gets \$8,500; Philadelphia pays \$5,000. The *Evening Post* says of Mr. Balliet, "A worthier successor to Mr. MacAlister probably could not be found," which is true.

OVERCOMING TARDINESS.

Every school has some tardy pupils. There are teachers who reduce this number to a minimum, and it is only by an investigation of these plans that the teacher can find what to do to overcome it. The suggestions here given have been gained by interviewing the teachers who have been unusually successful.

In the first place, the teacher must want the pupil to come. It is very frequently the case that if the tardy pupil is asked why he is not at school he will reply that his teacher won't miss him. It certainly induces one to stay away if he feels that he is not wanted. There are a great many children that are not wanted by their teachers. They are disagreeable in one way or another. They have poor lessons, their manners are not good, they are poorly dressed, sometimes they are offensive in person or appearance. Some one or all of these things prejudices a teacher against a pupil. The pupil feels it, and stays away, or makes no effort to come promptly.

The first effort then, must be to convince a pupil that he is really wanted at school in the morning by the teacher. There are various ways of conveying his information. It may be said directly. At all events, it should be said very kindly; it may be necessary to say it repeatedly. When a pupil feels that the teacher will miss him at the opening of the school, there is a spur working upon him that will have a mighty influence. It is one thing to find fault, to scold and to fret because a pupil is not present at the opening exercises, it is quite another to draw the pupil there by kindness and love.

Besides this influence of the teacher, there is such a thing as having the whole school or class desiring a pupil's presence. A school or class that is organized into a unit, may operate like a unit upon the pupil. Let us explain this a little: Suppose John comes late to school, suppose that he feels that all of the school as well as the teacher regret his absence. Suppose that five fellow-pupils speak to him about it, saying: "You ought to have been here." Suppose, to go further, that some of these pupils inquire of him the reason of his tardiness. Suppose that, if it is caused by errands or labor to be done, they offer to do some of these errands for him. In short, suppose that the school is actuated by the same motives that we suppose the teacher to be.

This may hardly seem possible, and yet, it is the case in schools where many of the pupils are quite degraded. In one case a boy of somewhat degraded habits showed a remarkable interest in another boy in the same school, solely through the influence of the teacher, and induced him to come regularly and punctually, by calling at the boy's house. He became in fact a missionary, though he was not aware of it himself. This, you see, is quite a different affair from the teacher going out single handed, to fight against the evils of tardiness. If he attempts to overcome it, and has his whole school to back him, he is likely to be successful.

Right here, we want to enforce a principle that has a wide application. There is a sound maxim which says that if a man wishes to succeed in an enterprise he must ask his wife, and we say, that, if a teacher wishes to be successful in his school, he must ask the school. In other words, he must take them into his confidence, as it were. He must show them how desirable it is that punctuality should prevail. He must persuade them that the scholars of that school shall have the beautiful quality of punctuality. He must enthuse them with this idea. This will not be difficult. The difficulty will be in the practical application of this enthusiasm. So he must set them all to thinking and helping into ways of punctuality. He must ask for their opinions.

Now, to carry forward practically these efforts on the part of the teacher and school to produce punctuality: First, a record should be kept of attendance and the number of minutes lost each day by those who are tardy. This will be useful to show to parents. When the minutes sum up into hundreds they produce an effect even upon opponents. Some teachers have a tally-board by the side of the door on which every pupil's name is placed. There is a pencil here, too. The one who enters late puts down the number of minutes opposite his name.

Second, the exercises should be brief.

There is a very large number of pupils who want to recite the lessons in arithmetic, geography, etc., but are perfectly willing to miss the morning exercises and so they are tardy, not valuing these morning exercises. If the arithmetic began at nine o'clock they would be there. Do not let the teacher think that these pupils are so highly depraved. It is evidence of their estimate of the morning exercises. So we say again, make these exercises short and INTERESTING. Don't have them stale and

unprofitable. Let there be novelty about them. For example, if there is to be singing let the singing be done by four pupils on one morning. Keep the pupil's curiosity aroused, so that he will ask of another pupil, "What took place in the morning?"

Third, have some important recitation begin immediately after the morning exercises. We have known of tardiness being reduced very much, simply by making the morning exercises short, and beginning at once with arithmetic or geography. If there is a long morning exercise and some other preparatory exercise occupying a half hour, a pupil will come to the conclusion, right or wrong, that he will get all the good there is in the school even if he is late.

Fourth, a very pleasant and welcoming manner on the part of the teacher is indispensable to cure tardiness. If there is a frown and "Late again," the pupil is inwardly sorry that he has come at all.

Fifth, a conversation with the pupil will be effectual more or less as he believes he is wanted at the school by the teacher.

Sixth, there is a good deal of literature on the subject of tardiness that can be used with advantage—anecdotes about Washington, Franklin, Wellington, Napoleon, extolling punctuality. Rightly used, they have their influence.

Seventh, the parents should know of every case of tardiness. If it seems to be their fault, they should be at once visited.

The teacher should make a distinction between wilful tardiness and necessitated tardiness. For example, a pupil starts in season, but the wagon breaks down, the car is blocked, etc. Tardiness of this kind is not a crime, and should not be so considered.

PHYSICAL CULTURE.—VI.

By WILL K. TOWNSEND, Albany, N. Y.

From Plato to Herbert Spencer, from the ancient instructor to the modern teacher, wise educators have deemed the theme of physical culture worthy their consideration. Although many theories have been formulated for the training of the body, yet it is probable that no subject in the curriculum of our common schools to-day receives so little careful thought from those directly engaged in the profession of teaching. The principal reason why more progress is not made in this branch of our work is that we are without any well-defined, rational plan of action. As a rule, nothing in particular is aimed at, and nothing in particular is expected or accomplished. We do not proceed in this manner in teaching numbers or language. In these branches we have a definite purpose, we inform ourselves thoroughly regarding the necessary preliminary instruction to be given; we begin with fundamentals and advance from the simple to the complex. But in our attempts to develop the physical nature, we work without adequate preparation, without aim, and without system.

It is essential that the teacher have a noble ideal, a clear conception of what is desirable at each stage of the child's school life, as well as the ability to recognize bad habits as such.

He should not hope to obliterate evil by chance, but should work with a definite purpose to eradicate it.

He should be careful of his own carriage, manners, and habits, and should inform himself upon this important subject, decide upon the best course to pursue in his class-room, and then be contented to work gradually and persistently up toward his ideal, or he will not only fail to reach it, but will make the way doubly difficult for any other leader.

Too many teachers confound physical culture with mere gymnastics. It consists in gymnastics and in much more. There is a kind of exercise that is highly beneficial, and there is a kind of exercise that is without profit or reason. Some teachers will accomplish more without it than others with it. I recently visited a class-room in which the ten-minute daily drill was in progress. The little ones had learned to rise on their toes, but it was evident from their unsteady motions that this movement had not been preceded by continual drill in rising on the ball of the foot. As a result, the pupils had not acquired that control of body that this exercise will surely give if properly taught. It was plain that the gymnastics were regarded as an end, not as a means. I was not surprised when the teacher said the children complained that the movement made their joints ache. I also observed that, on resuming their seats, with scarcely an exception, the pupils bent at the waist, thus contracting the lungs, and doubtless in many

cases sowing the seeds of that dread disease that adds to the necrology of our country a longer list than any other foe. Such exercise is a travesty on physical culture. I passed to another class-room. Here the teacher said that gymnastics were not on her program. She did, however, give close attention to the manner in which her pupils held themselves. She had made an effort to teach them to sit and to stand correctly. "It's about all I have time for," continued she, "but I do know that not many of my pupils will eat the good (?) of a speckled banana or apple, nor will they sit with rubbers on in the school-room, and most of them breathe through their nostrils."

It is precisely these little things that receive attention in any rational plan of physical culture. These first then—the exercise that purifies the blood, aids the digestion, and gives to the internal organs the places that nature designed for them; exercise that develops the body harmoniously and symmetrically; that makes the child think quickly and act quickly; that assists in establishing habits of self-control, self-reliance, and concentration; that awakens and invigorates the dormant faculties, and throws off the apathy that too frequently results in an idle and vicious life; exercise that leads them to become better, stronger, and nobler in every respect.

Every theory implies an opposing theory which would appear quite as strong and almost as worthy of approval. One person inclines to the belief that nature provides for the child's perfect development. Another favors gentle exercise supplemented by such assistance as parent, teacher, or physician can give toward securing health, strength, and beauty. And there are those who boldly assert that nothing but vigorous exercise with heavy apparatus will avail. We all know the story of the shield of which the observers gave entirely different descriptions, simply because they had not inspected it on both sides. Laying aside all our prepossessions, let us examine each proposition. If a child came into the world in an absolutely healthy condition, lived a natural life, with no restrictions of clothing or constraints of manner, breathed only pure air, etc., etc., doubtless nature would secure its perfect development. But not one of these conditions is likely to be fulfilled in the average child. He comes to us with inherited defects and evil tendencies. In addition, civilization imposes necessary restrictions, to which custom and ignorance add their strength. It is plain that nature requires some assistance here. As to the plea for rigorous exercise, such gymnastics are of benefit if preceded by years of gentle, progressive exercise directed toward strengthening the weaker parts of the body, and bringing them into harmony with the other members. But where the parts are not nicely balanced, where the untrained muscles lack that elasticity that light gymnastics will give them without injury, such exercise with heavy apparatus as will reach every organ of the physical system would in many cases result in the most serious consequences. "Hitch your wagon to a star," was Emerson's advice. That is, we should go the way nature is going. Nature uses no violence to encourage the growth of her delicate organisms.

Reason and experience both pronounce the verdict in favor of gentle exercise. But lest we fall into error on this point, let it be understood that even light gymnastics, to secure the best results, should be adapted to the children's needs, should be regulated to their strength and ability, and should be persistently progressive. Many of our pupils come from homes of ignorance, and to these the gospel of fresh air, of exercise, of sunshine, of thorough mastication, and of cleanliness may be a revelation and a means of salvation. And the instruction we may be able to give them in regard to correct breathing and posture may prove to be a physical lever so imbued with spiritual power that it not only shall secure to them that health that is so great a factor in success and happiness, but peradventure shall lift the coming generation to a plane above that which bounds our prophetic vision.

A MENTAL diet that stimulates is better than one that satisfies. A book giving a comprehensive view of a subject, or that deals with it in minute detail, may be very valuable to a cultivated man who knows where to get knowledge, but is too actively engaged in thought and project to carry about all the heavy matter of dates and statistics, of which he sometimes stands in need. But for the young student a better book is one that stimulates interest, that makes him eager to enter upon so fascinating a field of inquiry. This is in itself a healthier mental state and is likely to lead to better results, just as for purposes of scientific exploration one would better walk a mile than be whirled across the continent in an express train. "Mental activity is better than mental dullness."

HOW A STATE IS MADE.

The United States government was organized by the thirteen original states, and the constitution adopted by them remains as our forefathers left it, with such few modifications as come from the amendments made from time to time.

Since the time of the original organization, thirty-one new states have been admitted to the Union, so that from the little beginning of thirteen has arisen the great confederation of forty-four.

Four of the new states, North Dakota, South Dakota, Montana, and Washington, came into the Union in a body, and the steps taken by which they were recognized as sister states were nearly the same in each territory. All territories before they come to be states do not go through exactly the same mill. There are always certain conditions in each territory peculiar to that territory, and recognition is had of these peculiar conditions, and provision made for them in what is called "The Enabling Act."

An enabling act precedes the admission of every state and the one that preceded the admission of the four above mentioned states was the most complex in the history of the United States. Where there is complexity of provision in an act, there is always chance for much debate, and there were many in favor of admitting the new states, and not a few were strongly opposed to it for political reasons. Warm discussions on both sides followed, and for a long time the papers were full of arguments for and against.

At last a committee of both houses of the forty-ninth congress made a compromise upon the provisions of the bill, and it was passed. After passing both houses it was signed by the president on the 22d of February, 1889. The enabling act was entitled :

An act to provide for the division of Dakota territory into two states, and to enable the people of North Dakota, South Dakota, Montana, and Washington, to form state governments, and to be admitted into the Union on an equal footing with the original states, and to make donations of public lands to such states.

Below are given some of the important provisions of that act :

1. Dakota was to be divided on the line of the seventh parallel into two parts—North and South Dakota.

2. On the Tuesday after the second Monday in May 1889, each of the four proposed new states was to elect delegates to what was called a constitutional convention.

3. Each convention was to meet on the next Fourth of July and adopt a constitution and form of state government for its respective state.

4. This constitution adopted by the convention was to be voted on by the people on the first Tuesday of the following October, and either ratified or rejected. The result of each "election" (as the act called it), was to be certified to, and returned to the president of the United States.

5. The president, on receipt of the returns, was to issue a proclamation announcing the results of the election by the people, and such proposed states as had agreed on the first Tuesday in October to the constitution, prepared by the convention of the previous July, were deemed from the date of the proclamation to be admitted by congress into the Union, and to be on an equal footing with the original states.

6. In case the constitution prepared by the convention was not accepted by the people, the territorial government was to continue, and the governor of the territory was to again summon the convention to make a new or amended constitution to meet the demands of the people.

7. Two square miles of land in each township were granted to the state for the creation of a public school fund. All such lands were to be disposed of at public sale only, and at a price not less than ten dollars per acre.

8. Five per cent. of all the proceeds of the sale of all public lands sold by the United States after admission were to be turned over to the permanent school fund of the states.

There were other notable provisions, but these are the main ones.

The delegates were appointed, the constitutional conventions met, their constitutions were ratified by the people, the returns were certified to the president of the United States, and the president proclaimed the fact to the United States. These steps preceded the admission to the Union of the four new states. Since then Idaho and Wyoming have been admitted to the Union, making the number of states forty-four.

THE SCHOOL ROOM.

JAN. 17.—SELF AND PEOPLE.
JAN. 24.—DOING AND ETHICS.
JAN. 31.—MISCELLANEOUS.
FEB. 7.—LANGUAGE AND THINGS.

GYMNASTIC EXERCISES.

If your pupils at the close of your exercise in physical training feel as if they would like to continue a few minutes longer, the more rapid circulation of the blood, inducing an animal spirit that demands activity of body for its expression, you are probably doing good work. The child should never walk to his seat with a languid step. If he does, change the exercises to such that an elastic, springing step to the seat closes the work each day.

I have before suggested that you cull out such of your pupils as are stooping at the shoulders while sitting at ease in their seats, and make your set of gymnastics adapt itself to their needs. You should at least give these pupils a training that will insure an erect carriage of the body before your duty to them is accomplished.

Here is a new set of gymnastics that you may give with benefit to all and especially to those who stoop at the shoulders :

1. Stand erect: hands loosely at side; fists tightly clenched. Bring arms to front, turn in curve to right and left and force elbows back as far as possible shutting lower arms sharply together; head thrown back and chin well in. Take this in 4-4 time, changing instantly on the first count. Repeat 4 times.

2. Take motion 1 on first of first four counts; on first of second four counts, place left hand on hip, advance a long step to the side with the right foot giving at the same time the saber stroke with the right hand and arm, recover on first of third four counts. Take this motion twice to right and twice to left.

3. Hands on hips. Let the body fall backwards. Head so that the eyes look to a point as nearly overhead as possible. Keep neck unbent in this motion. Hold through four counts. Repeat.

4. Extend arms to horizontal position. Fists clenched. Knuckles up. Head thrown back. Chin drawn in. Describe circles of about a foot in diameter with each fist. Four circles with four counts. Rest 4 counts. Revolve again. Rest 4 counts. Revolve other way. Rest 4 counts. Repeat.

5. Head well up. Lace fingers at back of body; tip up. Drop them as far as possible. Keep arms depressed as far as possible. Turn fingers in and down. Do not make a mistake about this. If you do it correctly you will see the most pronounced stoop disappear for the time from the pupil. Take this by count and then while in this position—

6. Bring heel of left foot to hollow of right. Turn quarter round. Repeat for another quarter round, and finally turn last quarter of full circuit. Repeat with hands in position 5.

HOW TO AVOID TAKING COLD.

By M. A. CARROLL.

(One family always seemed to have one and sometimes three children suffering terribly with colds, catarrh, etc.)

The teacher asks how many of the children have a window open in their bed-rooms at night, then how many open the window both at the top and the bottom and says, "It is always better to have it so because this makes a current that easily takes away the impure or too much heated air and lets the fresh, pure air in. In the very coldest weather, to have the window open an inch at the top and an inch at the bottom may be enough but we should always have fresh air. Impure air hurts us in various ways. For one thing, it makes the lungs work too hard, they become weakened and unable to do their part and we are more likely to take cold. So instead of being afraid of having the window open we ought to be afraid not to have it open, though of course we must not sleep in a draught. What else must we have in our rooms if we wish to keep in good health?

"A fire." "Warm bed-clothes."

Warm bed clothing is usually better than a fire. We must be careful not to get chilled, for the body is not as warm when we are asleep as at other times. Blankets are the best covering, for they are both warm and light. We call them warm, but is there really any heat in a blanket? The children think there is.

No, there is no heat in the blanket, or in any covering

or clothing, but it prevents the warmth of our bodies from being lost too quickly. Some cold morning when you first go out and your fingers become chilled put your hand in your pocket or inside your coat and notice how plainly you feel the warm current of blood flowing down from the arm to the hand. That tells you that the warmth comes from within. The warmth of our bodies runs away very rapidly into cold air, or still more into cold water. This is why we take cold more easily in damp and rainy weather. We should always remove wet clothing as soon as we reach home, and get thoroughly warm and dry as soon as possible. How many of the children got their feet wet the last rainy day? (Several hands raised.) How many put on dry shoes and stockings as soon as they reached home? Oh, I was afraid all would not do so, and I am sorry to see that some of you have bad colds! Flannel is the best material for garments worn next the skin because it prevents the loss of heat, and because it absorbs perspiration, which, if it remained upon our bodies, would render us very likely to be chilled by any sudden draught or change of air. For the same reason we should never wear too warm clothing and should never sit in a warm room with our outer wraps on. Who can tell me of something else we should do in order not to take cold?

"My mother says a cold bath in the morning prevents taking cold."

So it does and it is a very good thing for anyone strong enough to bear it, but if people are not able to bear cold water they should have it just a little warm. What I meant was that we must bathe often whether in warm or cold water, for unless the skin is kept perfectly clean, it will not be in a healthy state and we shall be more likely to have colds and other kinds of illness. A cold bath in the morning helps to prepare us to go into the colder air outside. And there is one thing more about clothing. It must be kept as clean as possible, all the outer garments brushed and the underclothing, of course, washed very often, and shaken and aired every night. We should never wear any garment at night that has been worn during the day. Now tell me some of the things we must do, if we wish to keep in good health and especially not to take cold this wintry weather.

"We must have warm clothing, but not too warm." "We must air our clothes at night." "We must bathe often enough to keep the skin clean." "We must have pure air in our bed-rooms and warm bed clothing." "We must change wet clothes as soon as possible."

CONVERSATIONS WITH A CHILD.

(The child with whom these talks were had was a girl of ordinary intelligence and about eleven years of age. It was her first work upon the subject and I think it was the first time she had turned her mind inward upon its own action.)

I.

Teacher.—Name the parts of your body.

Child.—My head, trunk, and limbs.

Teacher.—What have you besides a body?

Child.—I have a mind.

Teacher.—What can your mind do?

Child.—It can think.

Teacher.—Let it think about what your body can do, and tell me what it thinks.

Child.—My body can move; it can breathe; it can eat food and digest it; it can get tired and it can rest. (Many other things that the body can do were stated by the child.)

Teacher.—How do you know that your body can do these things?

Child.—My mind tells me it can.

Teacher.—You said your mind can think; how do you know your mind can think?

Child.—My mind tells me my mind can think.

Teacher.—You have said that your mind can think about two things; what are they?

Child.—It can think about what my body does, and it can think about what it is doing itself.

II.

Teacher.—You said yesterday that the mind could think about what it was doing itself. Will you let your mind remember something? What have you remembered?

Child.—I remember building the toboggan slide in the back yard last Saturday.

Teacher.—What happened in your mind when you remembered? (The child was asked three different times to remember, and requested to watch her mind as she remembered, before she could answer this question with satisfaction to herself. She had been trained not to answer questions without reason.)

Child.—It seems as if Rosa and I were building it again.

Teacher.—Tell me what you see as you remember.

Child.—I see the yard and the shed. I see the cover to the big box that we used to start the slide with. Rosa and I are throwing the snow on the walk, and piling it down with shovels. I can see Rosa bringing out some water in a pan to throw over the snow. I see Rosa falling down with the pan. I can hear—

Teacher.—You cannot hear in your remembering, can you?

Child.—Oh, yes! I can hear just how her laugh sounded!

Teacher.—Very well; your description reminds me very much of the one you gave of the picture you saw at Aunt Ellen's.

Child.—It is like a picture.

Teacher.—Where is this picture?

Child.—It is in my mind.

Teacher.—Since it is in your mind, what kind of a picture may you call it?

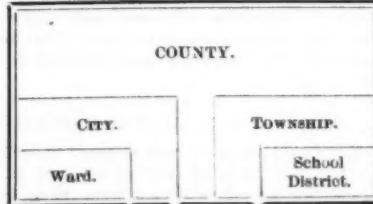
Child.—A mind-picture.

Teacher.—Yes; sometimes it is called a mental-picture, which means the same thing.

CIVIL GOVERNMENT.

THE CITY.

What is a city? The old school-books used to say, "A large collection of houses," but the houses alone do not make a city. There must be people and an incorporated government. In our study of the town and county we learned that the people give certain officers power to do certain things. For instance, the assessors assess taxes, the constables serve subpoenas, etc. The money to pay these officers comes from the people; they are the servants of the people, hired to do certain things. When we speak of government, then, we mean a system created by the people to do certain work, and the people pay taxes to have it done. The city, then, as well as the town and county, has a government; they are practically the same, varying only in the details. The smallest division, not counting the election district, which is one of convenience merely, is the ward. Then the relation of the ward and the city to the county would be expressed as follows:



The ward corresponds with the school district, and the city with the township, and both are included in the county, although there are some large cities, like New York, that are counties in themselves.

I have said that the government of a city was practically the same as the county. In your study of the county you have found that the county board does what? "Makes laws." The courts do what? "Interpret laws and pass judgments, as when men are adjudged guilty of crime, or judgments are received against property for debt." We have found that the sheriff was what? "An executive officer." What do you mean by that? "He sees that the laws are executed. If a man is to be imprisoned, he or one of his subordinates takes him to jail; he quells riots, sells goods to be taken by law, etc." Now bear this in mind, for the principle applies to all governments—United States, state, county, city, and town—there are three departments—the legislative, the judicial, and the executive. In the city we find

The common council—legislative.

The courts—judicial.

The mayor—executive.

Do you know of any city that has both a board of aldermen and a common council? What are the officers of the city council? For whom can it make laws? What are they called? Who execute them? Name classes of laws that the council can make. Why cannot the city make laws for the whole county? What laws can the county make for the city? What courts are especially for the city or cities in your county? What courts are for both? What are the mayor's duties? How can he prevent a law from passing?

In small cities the government is very simple, and the people can easily understand it. Hence the acts of offi-

cials are sharply criticised, and they are careful to do everything properly, and spend the money the people pay as taxes economically; but in large cities it is not so easy to watch things. Here the officials often forget that they are public servants and seek to become masters, or "bosses," as they are called in politics. Bear in mind that the abuse of the taxing power, the taking of more money than is necessary to run the government economically and build necessary works, no matter what the pretext, is oppression. In cities, whether the government is good or bad, can usually be told by the tax rate. If it is too high there is a leak somewhere, and the people should look for it and stop it.

Another point in regard to cities: The crowding of many people together in such a small space greatly limits their liberty, but they receive many benefits to make up for it. Think of some things that would annoy one's neighbors in the city that might be done in the country without annoying any one. What benefits do people in the city enjoy that those in the country do not?

There are certain departments in the city that afford certain kinds of protection. What kind of protection does the police department give? The health department? The fire department? Why do cities forbid the construction of wooden buildings within certain limits? Who inspects the milk, meat, etc.? Who provides for lighting the streets? Who cares for the parks? Why are the weights and measures inspected? What body has control of the schools? By whom are hospitals provided? What is the power of the mayor? Of the aldermen? Of the school commissioners or trustees?

SUMMARY.

1. A city is a very thickly settled district having an incorporated government.

2. The government is divided into legislative, judicial, and executive departments.

3. The city government, as a rule, bears the same relation to the county that that of the township does.

4. Departments are in charge of certain officers. The larger the city the more numerous the officers.

5. Tax is collected to pay for an economical government; all taxation beyond that is wrong.

It will be inferred that very few city governments are exactly alike, even those in the same state or county. They all resemble each other in the main points, but there are innumerable differences in the powers of the council and of the mayor and other officers, and in the names and divisions of departments. Each provides a government that seems to suit its special needs. Make a special study of the city or cities in your county; if there is no city study the villages. Have the pupils distinguish between the legislative, judicial, and executive officers. Send for a copy of the city charter and ordinances, and discuss the duties of officers, the powers of boards, what citizens may do and what they are forbidden to do, and why. The importance of our cities is increasing, and every one should have an accurate conception of what they are.

A TALK ABOUT GREAT MEN.

I have been reading a story that made me think of some questions that I would like to ask you. What does a carpenter use in making door and window frames, for instance?

"Saw." "Plane." "Hammer and nails."

Yes, all of these things and some others besides. We have a word that will do for all of them; perhaps you can think of it in a moment. Now tell me what a gardener uses in his work.

"Spade." "Rake." "Hoe." "Trowel."

Yes, James, tell me one word for all of these things. What do we call them?

"We call them the gardener's tools."

Right. Now tell me whether we have any tools in the school-room?

(The children seem somewhat confused; some say "yes," others "no.")

Of course we have tools. Books, slates, and pencils are some of them. Do you think we could do much work without our tools, Harry?

"I think not, at least not very good work."

What do you think, Mary?

"I think we need not have just what we have in the school-room. I am teaching my little sister to read by writing words for her and showing her words in any book or paper."

Ah, then, story-books and newspapers are your tools! Charles, what do you think about it?

"I think as Mary does. My mother taught me some arithmetic by counting on my fingers and playing with blocks."

I see you know what I mean. Now I am going to tell you a story about a little boy of whom some of you have

read. One day he was left to take care of his baby sister who was asleep in a cradle. She looked so pretty that he thought he would like to have a picture of her, so he tried to paint one with a brush he had himself made of cat hairs. Some people say he pulled the hairs out of the cat's tail but I hope not; you know a cat's fur always comes out a little when you stroke her back. The first paints this little boy had were red and yellow pigments that some wandering Indians gave him. Afterwards his mother gave him a piece of indigo-blue; thus he had the three primary colors, and from them as you know he could make the others. He became a great artist. Does anyone know his name?

"I think it must have been Benjamin West."

Right. I thought the cat-hair brush would help you remember. That was a strange tool for an artist, yet he contrived to use it. A Swedish artist, of whom I do not believe you have ever heard, used still stranger materials. He had neither paper nor canvas, so he used to draw on birch bark and planed boards, sometimes even on smooth rocks and on white fungus growths he found in the woods and fields. He was too poor to buy prepared colors, so he used clay and chalk and tinted his pictures with the juice of wild berries. His name was Peter Harburg. Now I will ask you to guess the name of some one who made electrical experiments with strange tools. Did you ever here of a man who went out in a thunder storm with a kite and an iron key tied to the kite-string to draw down electricity from the clouds. Anyone may answer.

"Franklin!"

Yes, I was sure you would know that name. Perhaps some of you can tell me of a man who invented a very important machine, and who when a boy made his first experiments by holding cups and spoons over the spout of the tea-kettle to condense the steam, and afterwards used common vials for steam-reservoirs and borrowed a syringe a foot long for a cylinder. Who was this man?

"James Watt, the inventor of the steam-engine."

Very good. Now I am going to draw just one more word-picture. I see an army encamped. It is in winter and there is snow on the ground. The soldiers wear ragged uniforms, many of them have no shoes on and leave bloody foot-prints as they pass. Many are lying ill, all look hungry, and worn, and faint. I see the commander: his face is pale and sad, but he is always among his men, doing all he can to cheer and encourage them. You know a general's tools are skilled and well-equipped soldiers, but this commander knows that his troops have never been properly trained to war, that many of them are ill, that all are poorly fed and clothed. But he also knows that his cause is just; he trusts in God and he trusts his men. He knows that he and they will do their very best. Who was this commander?

"Washington."

Yes, that is right. Washington at Valley Forge. I wonder if any one can tell me what there was alike about all these men of whom we have spoken?

"I think they were brave men."

Yes, it was "brave" to keep on trying to accomplish something with the means at hand.

"They were persevering men."

Yes; that is a good way of describing them. Who can think of something else?

"It seems to me that other men have been as brave and persevering as they were, but that few would have thought of doing such things. I should say they were men who had ideas."

Very good, but I think we can find one word for all of these men who were so brave and persevering in carrying out their ideas. They were great men and they left this world better than they found it. You all know the verse in Longfellow's "Psalm of Life" that speaks of the lives of great men. Let us recite it:

"Lives of great men all remind us
We can make our lives sublime;
And, departing, leave behind us
Foot-prints on the sands of time."

LOOK IN THE HEAVENS.

Venus was evening star. ... the 3d, but now morning star.

Jupiter is in conjunction with the moon on the 15th at 9h. A.M.

Mars is in conjunction with the moon on the 16th at 3h. 28 m. P.M.

Saturn was in conjunction with the moon on the 4th, at 2h. 11 m. P.M.

Mercury sets an hour and a half after the sun, and may be seen in the west about three quarters of an hour after sunset.

Uranus is in Virgo. Neptune is in Taurus near Aldebaran. A telescope is needed to see him. Mercury is in Ophiuchus. Saturn is in Leo.

Mars is in Capricornus.

Jupiter is in Capricornus.

Venus is in Scorpio.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.



JOHN ERICSSON.

FIRST PUPIL.

John Ericsson, one of the greatest of inventors, was born July 31, 1803, in a little village of Central Sweden. His father, Olaf Ericsson, was a poor miner, who had lost his fortune in speculation, and almost the first thing his boy remembered was the sale of the family effects by the sheriff.

SECOND PUPIL.

Almost as soon as he could walk young Ericsson was fond of playing about the mines and mills, and he soon spent all his time out of school cutting models with his little pocket knife. When only eleven years old he was a good draughtsman, and had quite a collection of models of his own making.

THIRD PUPIL.

At this time his father was employed by Count Platen in making one of the Swedish canals, and he took John with him to the forest where timber was cut. The boy thought that some pumping engines might be worked by a windmill, and he began to work on a plan. Having no mathematical instruments with him, he made his own. His plans were well drawn, but one difficulty was in the way. John had never seen the inside of a windmill, and he had to invent that. After some changes the plan was completed, and was shown to Count Platen.

FOURTH PUPIL.

The count was much pleased, and resolved to do something for John. So he was appointed a cadet in the corps of Swedish engineers, and set to work on the canal. At this time he was not quite twelve years old. When sixteen he was appointed an ensign in the Swedish army, and when he was examined it was found that he knew Euclid by heart. He was soon promoted again. At seventeen he was a lieutenant, at nineteen a captain and military surveyor of the northern highlands of Sweden.

FIFTH PUPIL.

In 1826 he tired of the life of a soldier, and resigned his commission. He went to London with no capital but his ideas. In 1829 he competed for a prize for a locomotive, but his engine was put together with too much haste, and it failed to win the prize.

SIXTH PUPIL.

Ericsson was greatly disappointed, and he turned to his other inventions, and worked quietly until in 1839 he came before the world with his method of screw propulsion. His model was a yacht two feet over all, fitted with a small engine. The boiler did not prove satisfactory, so he took the boiler out altogether, and made a

circular bath, in which he set his boat afloat, and from a steam boiler close by he led a pipe to the center of the bath, and with a ball-and-socket joint he fitted a pipe on to this, which he also fitted on to his engine, so that as soon as the steam was turned on the boat carried the small arm round and round with it, and was worked all the time at full pressure.

SEVENTH PUPIL.

After making the model a success, he built a boat forty feet by eight, and which he put afloat on the Thames. She was named the *Francis B. Ogden*, after the American consul at Liverpool, but she was oftener called the *Flying Devil*, because she was such a fast craft, and no one could see what propelled her. It was very successful, but the naval men of the day condemned it, saying that it was "impossible to steer a ship without a screw in the stern." Ericsson was disgusted, and left England for the United States.

EIGHTH PUPIL.

If the British government did not appreciate his work the United States government did. Soon after his arrival in this country he was set to work upon the *Princeton*, a screw frigate. Not long after he designed the *Pomone*, the first screw vessel used by the French navy. He now went to work on his caloric fire engine, and in 1851 he built a 2,000-ton ship in which the new invention took the place of the usual steam engine, and on this ship he went from New York to Washington. The large caloric engines are little used; of the smaller ones about five hundred are in use.

NINTH PUPIL.

During the Civil war Ericsson designed the famous *Monitor*. The navy men laughed at the design, and called it a "cheese box on a raft." But Ericsson paid no attention to them, and set at work. He was not long in building her. The keel plate was laid out the day he received the order, and in one hundred days all was completed.

TENTH PUPIL.

After that Ericsson made several other inventions. One of these was the torpedo boat, which has never been tested in action. In 1869 he built a large fleet of steam gunboats for the Spanish government, which were sent to guard Cuba. In 1883 he finished his sun-motor. He was a member of scientific societies in all parts of the world, and received honors from all governments.

ELEVENTH PUPIL.

Ericsson died in New York March 8, 1890. He had no near relatives, and for many years had lived alone. The Swedes are very proud of him, and they have erected a monument to his memory. It is a solid block of granite eighteen feet in height, and weighing 80,000 pounds, placed before the little cottage where he was born.

STORIES OF AUTHORS.

Alfred, Lord Tennyson, began to rhyme at a very early age. His first verses of baby poetry were written upon a slate, which his brother Charles—himself a poet—gave him to amuse himself while the family were at church. When Charles returned, little Alfred brought the slate all filled with lines of blank verse, modeled after Thompson's "Seasons," the only poetry he had read. Charles gave him back the slate, saying, "Yes, you can write." His first money was earned a little later by writing an elegy, on his grandmother. His grandfather gave him ten shillings, saying, "There, that is the first money you have ever earned by your poetry, and take my word for it, it will be the last." When very young, the two brothers published a volume of poems together. Name several poems by Tennyson. Which one do you like best?

When Thomas Bailey Aldrich was a lad he used to spend part of every year with his grandparents in Portsmouth, New Hampshire. He was very fond of spending his time in the old attic where there was a collection of cast-off clothing, broken furniture, and other useless things. In this garret stood an old hide-covered trunk, with the hair nearly worn off. Little Tom Aldrich thought he would make the trunk as good as new. He had seen in a barber's window a preparation that was said to be a sure cure for baldness. So he bought a bottle and carefully applied it to the trunk. Every day he went up stairs to watch for the effect; but the trunk was bald as ever, and no doubt the boy wished he had his money back. What do you know of Thomas Bailey Aldrich? What boy's book has he written?

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.

NEWS SUMMARY.

JANUARY 5.—Salvador, Honduras, Nicaragua, and Costa Rica ask the United States to send them separate ministers.—A bill for rapid transit for New York City in the New York legislature.—The federal election bill laid aside in the U. S. senate.

JANUARY 6.—The finance bill considered in the U. S. senate.—The American minister to Spain trying to arrange for reciprocity with Cuba.

JANUARY 7.—Mexico seeking Canadian trade.—Lower house of congress considers the subsidy bill.

JANUARY 8.—Earthquake shock at Rusk, Texas.—Portuguese arrest an American at Mozambique on suspicion of being a British spy.—Russia and Turkey negotiating a commercial treaty.—Revolution in Chili.

THE IMMIGRATION QUESTION.

The orators used to say that we had founded here an asylum for the oppressed of all nations. While that as a matter of sentiment may be very fine and poetical, it is a sad fact that many come here to find an asylum and nothing more, for of late years we have had a great influx of the insane, the idiotic, and the crippled. It is true that the coming here of strong and healthy men and women adds wealth to the country, and in the early years of our republic we needed them to dig canals, open mines, build railroads, and occupy rich lands that were awaiting them, and to some extent we need them still. But the people who came here then were akin to us in blood or in language, or in both. Those from England, Ireland, Scotland, and Wales already have our language, and are more or less trained in self-government, so that it does not take long to Americanize them. The Germans and Scandinavians are our cousins in blood and language, and for this reason almost as easily absorb our ideas. Of late years, however, there has been an increase in immigration from the lowest, the most degraded, the most criminal classes of Europe, and these threaten not only to degrade our workingmen socially, but to lower their morals. Lately Hungarians have flocked to the coal regions in such numbers that they have to a large extent driven out other classes of miners who cannot live on the poor quality of food and in the miserable hovels that they do. The people from Northern Italy are usually sober and industrious, but many are now coming from Southern Italy and Sicily, where a large part of the people have practiced brigandage and murder for centuries. To make matters worse, many unscrupulous employers have contracted to bring laborers from these and other countries here to compete with our American workmen. The question how we shall stop the evil is being agitated among thoughtful men. The time is evidently at hand when America cannot be "an asylum" for everybody.

MONGOLIANS ASSAULT FOREIGNERS.

For years Chinamen have been misused in some parts of our country; now they are paying us back in our own coin. Recently American missionaries have been maltreated in China, it is said by "pirates," but certainly by Chinese subjects. In Tokio, on the day of opening the diet, stones were thrown at foreigners and the Russian minister's wife is said to have been badly hurt. No doubt both the United States and Russia will be prompt to demand redress in these cases.

RUSSIA AND THE JEWS.

In spite of protests from nearly every nation on the globe Russia seems determined to carry out her inhuman edict against the Jews. One of the important clauses forbids the selling, leasing, or mortgaging to the Jews of any land or houses in any part of the empire, and another clause allows the taking away from them of those lands and houses they now own. Jewish tradesmen must keep within the bounds assigned to them. Jews who violate this law will be severely dealt with, and Christians who connive at such offences will also be punished. The United States congress has been asked to send a protest against the law to the Russian government.

DEATH OF A FAMOUS SINGER.—Emma Abbot, the opera singer, died in Salt Lake City Jan. 5. She devoted her attention to "Ermine" and other first-class operas, and was arranging to bring out one that was written specially for her.

THE FEDERAL ELECTION BILL.—The Democrats in the senate and a few Republicans combined and voted to lay aside this bill and take up the financial bill. This puts it at the bottom of the list and practically kills it. Why is it necessary that elections shall be pure?

NEW YORK'S HIGHWAYS.—Gov. Hill suggests the improvement of the highways. He thinks there ought to be roads bisecting each county north and south and east and west, and crossing in the center. Many will disagree with this plan, but at any rate the subject is worth thinking of.

Why was New York's early prosperity due to the Erie canal?

TWO NEW CUNARDERS.—The Cunard Steamship Company will have two new ships of 12,000 tonnage each built on the Clyde. They are expected to make the voyage between New York and Queenstown in five days and eight hours, and New York and Liverpool in less than six days. What is meant by the tonnage of a vessel?

GLADSTONE'S BIRTHDAY.—Mr. Gladstone celebrated his eighty-first birthday December 29, at his home in Hawarden. Many Americans were among those who visited him. During the day Mr. Gladstone drove in an open carriage to attend the unveiling of a beautiful fountain, which the people of Hawarden, irrespective of politics, have erected to commemorate his golden wedding.

EXPLORING THE MOBANGI RIVER.—News has been received that Capt. Van Gele, who started out last May from Leopoldville to complete the exploration of the Mobangi river for the Congo state, has reached Ali Kobo, the most western point attained by Dr. Junker. The entire river has therefore at last been explored. Capt. Van Gele has founded a Congo state station in the new region. What will the Congo state gain from this exploration?

A NEW WORLD DOLLAR.—In accordance with the action of the Pan-American congress, a dollar will be coined soon to circulate throughout the eighteen republics of the New World. It will probably be of silver, and will bear the face of Columbus. This will increase trade between these nations, and prevent the difficulty arising from the change in the value of silver. A fifty-cent piece and other coins will be added. Mention some of the benefits that will come from having an international dollar.

EXPLOSION OF A METEOR.—Residents of Utica, Ohio, felt the shock of an exploding meteor, and saw a bright red light that lit up the northwest sky. Two distinct shocks were felt, the first but slight, but followed a few minutes later by one that shook the houses, many citizens supposing there was an earthquake. What are meteors?

LAST OF THE LAFAYETTES.—The last male member of the family, M. Edmond de Lafayette, grandson of the great general, died recently at the age of seventy-two. He was a stanch Republican, and served with honor in the French assembly. He said not long since: "The family is all but dead, but what does it matter? Our name will be forever associated with the greatest republic and the most powerful nation the world has ever seen—America." What was Lafayette's service to our country?

GERMANS IN AFRICA.—The German flag was hoisted at various points along the coast line to mark Germany's acquisition of that territory. The towns of Tanga, Pangani, Saadani, Bagamoyo, Dar-es-Salaam, Kilwa, Lindi, and Mikindani are announced in the decree to be the sole ports of export and import.

CITIES INCREASING THEIR TERRITORY.—Vienna has recently annexed some of its suburbs. There is also a movement to consolidate New York, Brooklyn, Long Island City, and other places. It appears to be only a matter of time when this shall be accomplished, as the interests of these places are the same. What advantages does the position of New York give it?

THE LARGEST SAILING VESSEL.—*La France*, a five-masted ship of 6,160 tons, the largest sailing vessel afloat, has just left Havre for active service. She was built on the Clyde, of steel, because wood is not strong enough for vessels of such immense size. Compare this vessel with the ships of Columbus.

A RELIC OF 1770.—At Boston the other day was sold a record of the "Inquest on the Body of Michael Johnson, Alias Crispus Attucks, Taken at Boston March 6, 1770. Robert Pierpont, Coroner." It is signed by the fourteen jurors, among whom are William Palfrey, afterward paymaster general in the revolutionary army and aide to Washington, and Nathaniel Hurd, the early American engraver.

THE "NEWARK" A SUCCESS.—The new cruiser, the *Newark*, that made her trial trip a few days ago, is a success. She showed extraordinary strength and speed. What nations have the largest navies?

ARCTIC-WHALING.—The wholesale price of whalebone is now \$10,000 a ton. A project is on foot to organize whaling expeditions from Australia to the Antarctic seas, where it is believed plenty of whales are to be found. It is an almost untouched whaling ground.

AN ECHO OF SLAVERY.—A bill will be introduced into the Illinois legislature this winter to make slave marriages legal. This is to cover the cases of those slaves who escaped before the abolition of slavery and came into this free state. It was formerly held that a slave was a chattel and no marriage he might make was legal. How was slavery abolished?

OF SPECIAL INTEREST TO PUPILS.

EXPLORATION OF DELPHI.—Students of ancient Greek history know what a large part Delphi played in it. Americans have just secured the right to explore this famous place. Kastri, a modern village of two or three hundred houses, stands above the ancient temples of Delphi. It was found necessary to purchase and remove this village before the work of unearthing the ruins could begin.

INDIAN RELICS IN GEORGIA.—An Indian cemetery has been found in the center of the Nacoochee valley. There have been taken out human bones, mixed with arrow heads, beads, battleaxes, pipes, and other indestructible articles of sport, domestic use, and war. But the most interesting relics taken from these graves were conch shells, evidently brought from the seashore, and a tomahawk beaten from pure copper in its natural state, though the nearest point on the continent where such copper is found is Lake Superior. It is held that the tribe must have traded with tribes both to the north and to the south. There is also a mound which is unopened, and which is known to have been built by a people anti-dating the Indians.

ORIGINAL PACKAGES.—The supreme court of South Dakota has decided that under the original package law liquor sellers must show that they are foreign importers or the agents of a foreign importer; that, as such agents, they received an importation of beer or liquor from another state or foreign country; that they are selling their importation by the original unbroken package in which it was imported, and that they are not making their house of business a tippling concern.

AN ANCIENT WRECK FOUND.—The Stour, a river which has, perhaps, more frequently changed its course than any other English river, has lately entered an old channel near its confluence with Pegwell bay, laying bare a wreck which has doubtless been there for several centuries. The wood is well preserved, as it has been entirely embedded in sand. Various attempts have been made to cut down the wreck, but the hull of the vessel is as yet pretty nearly intact. A little over 300 years ago, in the reign of Henry VIII., an Italian vessel, belonging to one of the popes, sank at the entrance to the then flourishing port of Sandwich. The sand silted round it, forming a great bank and blocking up the entrance to the haven, and from this date the prosperity of Sandwich as a seaport greatly declined. The vessel just found is believed to be this Italian ship.

COLOMBIA'S LEPER VILLAGE.—There is a leper village not far from Bogota, situated about 1,400 feet above the sea level. The climate is dry and warm, and the government chose this spot because it was famed for the cure of leprosy. The lepers number 530 and compose about one-third of the population. The strangest thing about this village is, there is no leper quarter as in most leper settlements, though every house stands apart in a garden. No case is known here of a person becoming diseased by contagion.

CHINESE IN PERU.—The much abused Chinamen have been of great service to Peru, by helping her build her railroads; but their treatment has been so barbarous that the Chinese government has stopped emigration to the republic. On some of the estates the coolies are made to work in irons to prevent their running away. The Peruvians are not all to blame, however, for this barbarity, as much of it is practiced by foreigners.

GARENGANZE EXPLORED.—The news was lately received that Joseph Thompson, in the employ of the British South Africa Company had reached Garenzanze, in the southeast corner of the Congo Free State. He ascended the Zambezi and Shire rivers to Lake Nyassa, and thence traveled overland to his destination. Garenzanze is the home of an intelligent and industrious native population who possess copper and gold, and are somewhat skilled in agriculture. The evident purpose of this expedition is the extension of this company's possessions north of the Zambezi river, to which the Congo Free State may object.

DEEP SEA EXPLORATIONS.—The United States steamer *Albatross* has been ordered to engage in deep-sea work at the coast of Panama and of the Galapagos islands. The animal and vegetable life in this part of the Pacific ocean is comparatively unknown, and it is expected that much will be added to our knowledge by this expedition. The depth of the ocean and other important information will also be gained. The *Albatross* will run a line of soundings from Acapulco to the Galapagos islands.

THE ROUTE TO JAPAN.—The Canadian Pacific Railway Company have just launched the second of their large steel twin-screw steamers, the *Empress of Japan*, for the route between Vancouver and Yokohama, and another will soon be completed. It is hoped to establish a line of steamers between Canada and England direct. Then there will be safe and speedy connection westward between England and her principal colonies—Canada, Australia, India, Africa, etc.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

THE GRUBE SYSTEM OF NUMBERS.

In THE SCHOOL JOURNAL of Nov. 15, Miss Annie B. Badlam, of the Lewiston (Maine) training school, expresses her disapproval of the Grube system of numbers. It is to me a matter of surprise that one of her rank as an educator should take such a stand on the subject of number in the primary grades. I cannot help wondering if Miss Badlam speaks from practical use of the method, or simply from observation. Her objection to so "exhaustive a treatment of number, limited often to operations between one and five in the lowest grade," is based upon the ground that it is "confusing to the child of ordinary brain power." The work of the first year includes the numbers from one to ten, and "I have not found any evidence in my experience that the system is in any way confusing, if employed by one who comprehends the child and directs his energies aright."

With its advocates I believe that "the Grube method is a logical one. It proceeds systematically and according to an order of sequence; it is psychological in that it teaches the use of the senses, in that it proceeds from the simple to the more difficult, and in that it goes out from the known to the unknown and makes constant use of the known."

Miss Badlam advocates giving the child "a broader outlook over the field of number, instead of spending so much time with each of the numbers from one to five. The Grube system aims to build a firm foundation for the work of the future, a foundation in which there shall be no loose stones. A child during its first two years of school life has no interest in "a broader outlook," nor in any "outlook" over the limitless field of abstract number that lies beyond its observation and experience. Why not give a pupil just beginning to learn the Greek language "a broader outlook over the field" of Greek and put him into Homer? Miss Badlam suggests no method which she considers superior to that of Grube. There is no other that I know of, except the old-time method of teaching the multiplication table. My work has been with children in the first and second years of school, and I can say from practical experience that the Grube method as laid out by Levi Seeley has produced marvelous results. Never before have I found children who were so thoroughly conversant with numbers, or to whom the lesson afforded so much pleasure as since I have used this system, and this experience is that of my associate teachers also.

Bennington, Vt.

JULIA A. WHITE.

MORE ABOUT THE GRUBE METHOD.

A year ago last September, when I came to Bennington, I introduced Seeley's Grube method of arithmetic into the primary schools. Previously the teachers had, according to their own testimony, taught numbers here in the ways of their fathers with no very satisfactory results. Upon the introduction of "the new method" here, all the primary teachers set to work to master the philosophy of it as well as the form. This of course resulted in its intelligent application. The teachers were charmed with it. It was as fascinating to them as to the pupils. Within six months such progress had been made here with children in the second year, that I was requested to have a series of talks and class exercises given before the state superintendent, and some of the county supervisors and county teachers, to illustrate the method. The work was, I think, entirely new to them, but nothing else connected with it seemed so new and remarkable as the qualifications of the children.

Miss Badlam, in a recent JOURNAL rather sought to discredit the Grube method. I, having seen its value, am willing to defend it. I asked one of my teachers who is using the method to present her views and she has done so. Miss White is the teacher who gave the Grube work before the state superintendent, and he makes mention of her in his report to the Vermont legislature. She is the most successful, all-around primary teacher that I ever saw, and she is especially successful with this method of teaching number and has a deservedly high reputation.

The readers will be glad to know that the principles for which you have done so much are appreciated in Vermont, as well as elsewhere. Come and see us.

CHAS. S. J. DAVIS.

Supt. of Schools, Bennington, Vt.

THE SPELLING REFORM.

The obstacles, which are ignorance and habit, are great; but they can be overcome. Ignorance can be removed; habit can be changed. To make progress with the reform, it is necessary to use amended spelling now. We must use it. If we do not, who will? We began many years ago with three words, then we advanced to ten words, recommended by the American Philological Association; and after years of effort the English Philological Society has finally united with the American, and a considerable list of amended words, according to specified rules, has received the joint

recommendation of the two chief linguistic authorities of the English-speaking world. Ten years ago such action was thought impossible. Hundreds of times it was said, "Why don't you get the philological societies to agree? I will use all spellings which they will agree upon." They have now agreed. They are our highest authority; we accept their spellings as our standard English spelling. We expect that the rules for amended spellings will in time be extended, so as to include other classes of words, and remove anomalies and difficulties which still exist. Among the experts there is really little difference of opinion, except as to the amount of reform the public can be persuaded to swallow. This is to be decided, not by debate among the experts, but by the public; and the public has begun to swallow.

ELIZA B. BURNZ.

I am a teacher of about three years' experience, and a graduate of quite a prominent state normal school. To what extent would it be wise for me to undertake to teach subjects that were not taught in that school? The course (three years) there did not include astronomy, geology, or zoology. I have had but few lessons in Latin from a good instructor. I am quite capable of grasping truths from books without a teacher. Kindly advise me and give instances, if you can, of teachers who have succeeded under such circumstances.

J. S.

It is not a good thing for a man to undertake to teach subjects that were not in the course of study he pursued at school; but there are exceptions to this. If a man has a clear conception of what teaching he may teach a subject that he is studying, and do it fairly well. Not as well as if he had been over the whole ground before, however. To "grasp truths from books" is one thing, but to study geology in the field is another. Latin is a "book study"; you can learn and teach that pretty well at the same time. We advise you to make the attempt, but dig deep into those studies and get a good hold of them. Study them objectively; open correspondence with some one who can teach you. As to "instances," why, almost all teachers have "been there." Your normal training will aid you, and we think you will succeed.

1. Would you advise me to go to a normal school or a college? I am twenty-four years of age, have a fair high school course, and about one year in college. I feel the need of more knowledge, also of new methods of teaching? 2. Can one without training teach Delsarte gymnastics? 3. Where can I get some practical work on gymnastics? 4. Who is Sherman Williams?

KANSAS.

1. If you are to teach, go to a professional normal school; some give their whole attention to the studies, and cannot be called professional normal schools. 2. No, not worth speaking of; all *doing* is learned by doing. 3. E. L. Kellogg & Co. publish several. Write for catalogue. 4. The live superintendent of schools at Glens Falls, N. Y., and principal of a remarkable summer school for teachers. Write him for circular.

Please give the origin of this sign used before a number to denote number. Example, 42 East street.

W. S.

We do not know the origin of the sign. We believe its use is arbitrary.

1. Would you always require pupils to bow before and after speaking declaimations? 2. Is it better to have monthly or only term examinations in small country schools? 3. How much should a teacher in a country school charge pupils who are past school age?

S. Davis.

B. F. P.

Yes. It is a fixed custom, but the first bow is not so low as the last. 2. An examination once a term is often enough, but there should be daily examinations by the teacher; that is, he should know any day where the pupil stands. 3. The trustees fix this; it varies according to places, from \$1 to \$5 per month.

I wish to study vocal music, but cannot afford to pay for lessons under a special teacher. Please recommend some good book on the subject.

A. L. H.

Write to one of the musical journals, or consult a teacher.

1. In the sentence, "The electors of each district vote but for one candidate," is the position of the word *but* correct? 2. Please give methods to prevent tardiness in the morning. I have tried all I know and can't prevent it.

W. E. I.

1. Yes. 2. See article on that subject in this week's issue.

In the sentence, "The pine shadows rest upon a nation," is there a particle of authority for calling *pine* an adjective?

J. H. H.

The word *pine* is here used as a descriptive term, hence it is an adjective. John Ruskin evidently means that some kinds of shadows have influenced the life of the nation.

In a recent JOURNAL the word *Watervliet* was used as the name of the place where large guns for the forts are made. Please give more information in regard to it, as I have failed to find where it is located.

E. B.

Iowa. The Watervliet U. S. arsenal and grounds, established in 1807 by a grant of the state to the U. S. government, and containing one hundred and five acres, is situated near the Hudson river at West Troy, N. Y. The grounds are finely laid out, and contain many fine buildings, including the officer's residences, magazines, the arsenal building, iron and artillery storehouses. West Troy is the largest village in New York state. Its principal business is in lumber, which is brought from Michigan by way of the lakes and the Erie canal. Watervliet township is the northeastern one in Albany county, hence the name.

THE EDUCATIONAL FIELD

THE IOWA STATE TEACHERS' ASSOCIATION.

The thirty-sixth annual meeting was held in Des Moines, December 30 and 31, 1890, and January 1 and 2, 1891. It was the largest and most successful meeting ever held in the state, nearly 700 teachers being present. Among the more noted of the educators of that progressive state there were present, Pres. King, of Cornell college; Pres. Schaeffer, of the state university; Pres. Seerley, of the state normal school; Pres. Gates, of Iowa college; Rev. Mr. Mills, of Western college; E. W. Stanton, of the Agricultural college; David Walker, the veteran, of Charles City; Miss Lottie E. Granger, ex-president of the association; Dr. E. E. White of Cincinnati, O.; Pres. McNaughton, of Council Bluffs; and Chairman Frank B. Cooper.

Among the subjects discussed these were the most important: "What shall Precede the American University?" "The Problem of Individuality in Instruction" and "Moral Instruction in Public Schools," "Teaching Penmanship in Public Schools," "Moral Training," and "The Duty of the Hour." The High School—(a) Practical Studies; (b) Manual Training; (c) High School English. The Normal School—(a) "What Shall it Teach?" (b) "The Use of its Methods"; (c) "The Abuse of its Methods." Symposia—1. "The Teacher Out of the School Room"—(a) "The Teacher in Society"; (b) "The Teacher in Politics"; (c) "The Teacher in Finance." 2. The Promotion of Pupils—(a) "Reviews and Examinations. What and How"; (b) "The Per cent. System of Marking and Reporting"; (c) "Methods of Marking, Daily Recitation Marking and Monthly Estimates." "The Herbartian System of School Education," "The Sanitary Condition of the School Room," "The Etymological Objection to Spelling Reform," "The Relations of Secondary Schools and Colleges," "How May the Number Seeking to Obtain a Thorough Education be Increased?" "The Competent Institute Instructor," "The Model County School-House," "Writing in the Public Schools," "Penmanship in County Institutes," "Drawing from an Educational Standpoint," "The Practical in Teaching Penmanship," "Materials for Writing, and Drawing in Public Schools and Institutes."

SOME NOTABLE POINTS MADE.

"There is a tendency to ignore general intellectual discipline, the training of the mind, and to generalize skilfully and classify accurately. The tendency of the time is towards a practical education—an education to meet the environments of physical life, bread, shelter, clothing."

"We banish the word of God from the schools, cut down devotion, enlarge athletics, and develop a college yell."—J. G. GILCHRIST.

"For the truest sovereignty of the individual citizen, there must be self mental activity. It is dangerous to have a few demagogues do the thinking for the lower masses. Cultivated muscles, well trained minds, and sound mental sense should be a part of every education."

* * * *

"There is an alarming decrease in school attendance in some parts of the Union. It is one of the national evils. It perpetuates an unproductive class of people. The country spends millions of dollars in making reparation for this ignorance. If education is the chief defence of the nation, no more philosophic, economic, or effective defence of our interests can be made than that of the universal education of the people."

—SUPT. BEARDSHEAR.

"The teacher must be viewed as a public servant. He should be a model man—a leader. He should take safe paths, for there are others following him who are weaker and liable to stumble. He should never lose sight of the fact that he is a citizen."—C. H. CARSON.

"Free text books would make schools free, in fact as well as in name."—SUPT. ROE.

"Education must not only prepare the youth for his particular work in life, but it must also prepare him for the grave responsibilities of the future citizen. More than a skilled worker, it cannot make him a man—a broad-minded man—of trained intellect and pure heart. Except as a teacher is a good character builder—a creator of strong, sturdy, honest, intelligent manhood and womanhood—he fails to come up to the lofty demands of the hour."—E. E. WHITE.

"The teacher is an important, active, energizing factor in society, whose influence is greater than most of us know, or are willing to admit. According to one's

choice in society, so is one's worth in the school-room."

—ETTA SUPLER.

"Every young man who, starting out in life, neglects his writing will be at a disadvantage, no matter what other fine qualities he may possess."—D. H. SNAKE.

"High schools do work that properly belongs to special schools, colleges, and universities. Their courses of study overlap. Colleges should throw out of their courses all except disciplinary studies, and leave to the universities the work of teaching advanced and specialized branches. In this reorganization the high school would naturally take the position of a preparatory school for the college."—A. N. CURRIER, Iowa State University.

"The cultivation of the religious and the moral element in our schools is doing away with the spirit of unkindness and roughness. It leaves its civilizing influence upon all."—A. LOUGHBRIDGE.

THE ILLINOIS STATE TEACHERS' ASSOCIATION.

The session began Thursday night, Dec. 4.

President Walker in his annual address alluded to the failure in California of the law in force there to have the school text-books published by the state. The present school superintendent practically admits that the plan was a failure. Disapproval of books as published by the state was freely made, and the superintendent says he would not advise any state to make the experiment. He strongly advocated free text-books; it would increase the school attendance largely, and lift from the worthy poor burden hard for them to bear.

Regarding the compulsory education law he said he believed it was the unanimous opinion of the teachers throughout the state that the law was a good one and had a beneficial effect upon the attendance in the schools.

The committee appointed to report on the employment of children of school age in manufacturing establishments, issued a circular containing the order of Master Mechanic Lape of the Wabash road, and enforced in all the shops of that road in the state, which requires all apprentices employed to have a certificate that they have passed examinations in the eighth grade of the public schools or its equivalent.

Friday, papers by Rev. Jenkins Lloyd Jones, Miss Cora E. Lewis, and Prof. S. M. Inglis were read.

State Superintendent-elect Henry Raab discussed "The County Superintendent." It was mainly an advisory talk to the newly-elected county superintendents as to the nature and scope of their duties as supervisors of schools, examiners, and licensers of teachers. He was followed by other speakers.

"The value of imaginative literature in first and second grades" was discussed by F. M. McMurry, E. C. Rosewater, and R. R. Reeder.

A paper on "How to keep the boys in high school," was read by Prof. William Helmle. He advocated the employment of more male teachers in the high school.

A paper on the "Study of Professional Literature" was read by A. C. Butler.

Bishop John L. Spalding, of Peoria, gave an address upon "Religious Instruction."

"The only logical position for those who believe that an infinite being who thinks and loves, is the author of all that exists—the supreme good and final end of man is to create a religious atmosphere in the school. The great majority of Americans oppose this not as foes of religion, but because they think it the only feasible way of maintaining in this country at least, an efficient public school system."

"To put the work of the religious instruction of the young upon the church, that is, upon the Sunday school, is equivalent to holding that religion is of minor importance. Several hours, six days in the week, are devoted to teaching reading, writing, and arithmetic, carefully excluding all religious influences, and one hour once a week is supposed to be enough to lay the foundation of character, to inspire reverence, to strengthen faith, hope and love, to exalt the imagination, to thrill the soul, with ideal emotions and aspirations."

"How can we teach history if we ignore religion? How can we teach literature since all literature is an outgrowth of some kind of faith? How can we teach science, since all science rests upon a theory of nature? How can we teach philosophy, which necessarily has either a materialistic or a spiritual basis? How above all, can we teach morality, whose very life-breath is the religious faith of Christendom? The school, therefore, cannot in the long run remain neutral. Christian principles are so interwoven with our whole life and all our institutions, that to ignore religion is to oppose it."

Mr. George P. Brown discussed these views admitting that if a portion of the time devoted to other studies was given to religious study it would be better, and an afternoon or so in the week might well be devoted to religious teaching. He defended state control on account of the divisions in religious belief.

The G. A. R. asked the legislature to establish manual training at the Soldiers' Orphans' Home.

Supt. W. B. Powell, of Washington, read a paper on

"The Study of Literature in the High Schools."

Following are the officers for the ensuing year :
 Pres., Alfred Kirk, Chicago. Vice-Presidents, Geo. R. Shawhan, Champaign ; S. M. Inglis, Carbondale ; Miss Rose Colby, Peoria. Sec'y, Joel M. Bowly, Metropolis. Treas., C. O. Scudder, South Evanston.

INDIANA STATE TEACHERS' ASSOCIATION.

The thirty-seventh annual session was held in Indianapolis, beginning December 29, 1890.

W. W. Parsons, the president-elect, said that he wished to assume that the Indiana State Teachers' Association was an organization of professional men and women, and would ask two questions :

In what consists a teachers' mastery of a subject for instruction ? What distinction is to be made between a teachers' knowledge and professional knowledge ?

During the second day's session Miss E. A. Hill, of South Bend, read a paper on elementary drawing in common schools, and exhibited an excellent lot of drawings in charcoal and colored crayons, the work of her pupils. Miss Jennie Langley, of Elkhart, followed with a discussion on the use of drawing.

Mr. M. C. Johnson, of the Cambridge city schools, gave an address on "Individual Economy of the Teacher." George W. Hubbard, of Madison, read a paper on "What is a High School, and What Must it Do ?" The question, "Shall the high school have half-day sessions ?" was discussed by Z. B. Leonard, of Elkhart.

The meeting was well attended, and proved to be one of the most interesting in the history of the association.

EDUCATION IN NEW YORK STATE.

In Superintendent Draper's admirable report for the year 1890, we find that out of 1,841,596 children of school age, 1,042,160 were in attendance at school. The average time in school of each pupil, in towns, was twenty and two-tenths weeks; in cities, twenty-six and two-tenths weeks.

The superintendent believes that rural schools should be maintained for thirty-eight or forty weeks in the year, and that they cannot hope to attain results equal to those secured in the cities without doing so.

During the year 12,022 school-houses were erected at a cost of \$4,593,304.97. Of this number 49 were built of logs, so the "old log school" is not yet a thing of the past. There were employed during the year 31,703 teachers, of which number 23,865 were in service at one time. Their salaries amounted to \$10,422,171.98, or \$600,000 more than they received the preceding year. This would show an average of \$436.71 for each teacher, just \$61.65 more than it was ten years ago.

Regarding the normal schools of the state, the report says the total expenditure for their maintenance was \$227,686.81. The total number of graduates was 589.

Mr. Draper very pointedly says : "Normal school graduates find ready employment in the common schools. They make the best teachers to be found in the public schools. They have exerted a remarkable and beneficial influence upon the entire school work of the commonwealth. Now that the time has come when the public begins to realize that professional training is essential to the equipment of a good teacher, and that the normal schools are given an opportunity to confine their work to the special preparation of teachers already well educated in subject matter, there is every reason to expect the most substantial and gratifying results."

For the purpose of arousing interest, the children of the schools were requested to vote for a state flower. This called forth preferences for one hundred and thirty varieties, but the golden-rod led with 81,308 votes.

Through the liberality of Mr. William A. Wadsworth, of Geneseo, the superintendent was enabled to offer two cash prizes, of one hundred dollars, and fifty, respectively, to the common school districts in the state showing the best kept school grounds. The committee appointed to determine the matter awarded the first prize to school district No. 12, of the town of Columbus, Chenango county. The second prize went to district No. 11, of the town of Watervliet in Albany county.

Mr. Draper says that the state is spending more than eighteen millions of dollars annually for the support of her free schools and urges the creation of a special congress or commission for the purpose of an exhaustive consideration of all educational interests.

THE Southwest Missouri Teachers' Association adopted a novel plan to create interest and enthusiasm among the teachers. At a recent meeting [prizes aggregating

two hundred dollars were offered. The best declaimer received a cash prize of twenty-five dollars. The best essay on "True Politeness and How it may best be Taught in our Public Schools," secured for the writer twenty dollars in cash.

To the school furnishing the best set of maps drawn by pupils, a complete outfit of Johnson's reference maps mounted on spring rollers was given. Messrs. E. L. Kellogg & Co. offered THE TEACHERS' INSTITUTE, TREASURE-TROVE, and twelve copies of Loomis' "Progressive Glee and Chorus Book" for the best set of examination papers. The prize was won by the Mountain Grove academy. The idea adopted by this association is certainly one worth trying.

The following valuable maxims appear in a circular issued by Supt. J. A. Williams, of Galena, Ill., to his teachers. The idea of prescribed principles of action instead of minute rules, is well worthy of being copied elsewhere.

1. The school-room is not a play-room.
2. Home, church, and school are sacred places.
3. Suppress at once *loud talking* and *boisterousness*.
4. Have *order* and *quiet* before beginning work.
5. Direct movements of school by *distinct signals* and see that all move, not mob-like, but with order and precision, when the signals are given.
6. Do not permit a fusillade of questions about "nothing."
7. Do not allow pupils to answer questions that are put to another. Furthermore, much confusion results from the *raising of hands*, when a pupil is trying to recite. *Stop it*, and have "hands" only when called for by you.
8. Do not recite the lesson for the pupil.
9. Take pains to demand nothing unreasonable, but when demand or request is made exact swift and perfect obedience, otherwise your authority will not be respected and your usefulness will be greatly impaired.
10. No teaching can be done unless the foregoing points are recorded.
11. Secure them "if it takes all summer."
12. Be more than an *examiner*, be a *teacher*; a *builder of character*.

Be always *kind*, *fair*, and *true*, and *reasonable*, and **FIRM, FIRM, FIRM.**

AT the Illinois State Teachers' Association, Bishop Spalding presented the arguments for giving religious training in the public schools, and was listened to with deep interest. Mr. Geo. P. Brown argued on the other side. Now in all contests of this kind the Catholics cannot but argue better than any one that replies to them. We must admit they are right. We can only reply, "It is impossible." And so all bringing forward of the topic is unwise. As religious teaching in the schools must not be, drop arguing either pro or con. It is conceded that religious teaching is out of the schools—the people agree to this; let them alter it.

THE St. Louis Society of Pedagogy is another of the professional schools that are rapidly springing up in this country. It meets on the third Saturday in each month. All teachers, whether in public or private schools, and all those interested in education are welcome to its meetings and its membership. Its motto is : *The teacher without enthusiasm is without hope.* There are twenty-five active, sixty-eight associate, and thirty honorary members. George T. Murphy is president.

PRATT institute, Brooklyn, is doing a grand work in teaching boys how to work, an art not learned in cities. A country boy learns to do a hundred things a city boy never heard of, and this gives him an immense superiority over his city cousin. After all we are learning that it is what we *do*, far more than what we *learn*, that gives success in life : so it is that Pratt is a benediction.

WE wish to thank Eva Louise Miller, of West Springfield, Mass., for copies of THE JOURNAL of April 19 and April 26, 1890.

In our issue of December 27 the name of Supt. Brands, of Paterson, was incorrectly printed. It should be Orestes M. Brands.

NEW YORK CITY.

IN the case of George Steinson, who holds a license from the state superintendent, and who asked a mandamus from Judge Beach, the decision is that he is not entitled to reinstatement as a teacher, his city license having expired. The judge holds that the granting of

licenses is discretionary with the city superintendent. The decision of the state superintendent that the state license held by the relator was sufficient, is in conflict with the special laws applicable to the city of New York.

THE annual report of President Low, of Columbia college, gives the total number of students in the various departments as 1,661 not including the women in Barnard college. Of these 1,472 have their homes in the near vicinity of the college, that is in New York, Long Island, New Jersey, and Connecticut.

The receipts for the last year were \$506,479, and its expenditures \$458,420. Its receipts from tuition fees is one-quarter of its income.

THERE are articles of special interest to teachers in the February number of TREASURE-TROVE. Among which is a story of adventure, illustrated, called "A Fire Hunt," an exciting tale for boys; some new points on the characteristics of Stanley, illustrated by a late portrait; a description of a new game that boys can make and enjoy at home, "Indoor Tennis," with two illustrations; an idea for interesting pupils on the study of the life of Washington; the boyhood of the great Schliemann, told by John R. Dennis in "A Wonderful Mind"; a short article on "The Experiences of the Dragon-fly," illustrated; the continuation of the story of Australian Life, "In Search of Gold," illustrated.

The department, "Our School of Authorship," is unusually bright and attractive. The original stories and essays by the boys and girls show their deep interest in the art of writing well, and the marked improvement of the regular workers gives the best evidence of the value of the monthly "criticisms" and "friendly hints." If any of THE JOURNAL teachers have not yet inspected this department, send at once for a copy of the February TROVE. We hear constantly from teachers who express their gratitude for the great help this department is in their composition work. The prizes of money and books, offered every month are enough stimulus to encourage even the dullest pupil in letter and composition writing.

FOREIGN NOTES.

Austria.—The following statement comes from a source which may be doubted. It is offered because it affords comparison. The number of periodicals published on the earth is 41,000. Of these 24,000 are printed in Europe, namely : 5,500 in Germany, 3,500 in Austria-Hungary, 4,000 in England, 4,110 in France, 1,409 in Italy, 850 in Spain, 800 in Russia, 450 in Switzerland, 300 in Belgium, 300 in Holland, while the remainder is printed in Sweden, Norway, Denmark, on the Balkan peninsula, and in Portugal. The United States is credited with 13,000 periodicals, Canada with 700, and Australia with 700. Asia has only 300 journals, and of these 200 are printed in Japan alone. Africa has only 200 journals, and the Sandwich islands 3. In the English language are printed 17,000 in German, 7,800 in French, 6,800 in Spanish, 1,800 in Italian, 1,300 journals. (Paed. Blaetter.)

Germany.—The eight female teachers' normal schools of Prussia have among the members of their faculties 28 ladies.

Switzerland.—In Zurich 333 children were carefully examined in 1889 with reference to their eyesight. 32 were found to be suffering; namely, 16 boys or 8.6%, and 16 girls, or 10.8%. Four exhibited pure myopia; four myopic astigmatism; 16 hypermetropia; 5 hypermetropic astigmatism; 2 mixed astigmatism; 3 spots on the cornea; 2 could not be determined. An examination of a similar kind was held in 1884, and of the 349 pupils then examined, 242 were still in school in 1889. Among those examined in 1884 there were 56 with abnormal eyesight. Of these 25 were abnormal at the time of their entrance in school, 31 became abnormal during the years in school; but of 45 abnormal pupils in 1884, 20 became normal. Eight boys and 17 girls having come to school with abnormal eyesight, remained so. Of all the children whose eyesight became abnormal during the eight years in school there was not one very near-sighted one. Hence, on the whole, there seems to be a change for the better. (Schweiz. Lhrztg.)

In St. Gallen a bill to regulate the teachers' salaries is being considered. It makes it mandatory for city and town authorities to pay not less than 1,000 fr. (\$200) to teachers of the lower schools.

In Zurich the compulsory attendance law has recently received strong backing through a decision of the highest cantonal court, which claims that employers of children are responsible for a regular school attendance if the children live in their employers' house, even though the father, residing elsewhere, should be opposed to his children's attendance at school. This is compulsion with a vengeance.

Dyspepsia, headache, indigestion, loss of appetite, are cured by Hood's Sarsaparilla. Try it.

BOOK DEPARTMENT.

NEW BOOKS.

CHAMBERS' ENCYCLOPEDIA: A Dictionary of Universal Knowledge. New Edition, Vol. VI. Humber to Malta. London and Edinburgh: William & Robert Chambers, Limited. Philadelphia: J. B. Lippincott Co. 828 pp. \$8.00.

It seems superfluous to say a word in praise of a work that has been so long before the public and has won such a high reputation for the ability and accuracy of its articles as this has. The sixth volume of the new edition having reached the letter *M*, one can easily judge of how many volumes the completed set will consist. It would be hard to find in the same space the same amount of information for the professional man, the scientist, and all who desire to read up on certain subjects. Numerous additional articles are found in this edition, and the information in all is brought down to a recent date. To illustrate the usefulness of the work to Americans we will say that Idaho, Illinois, Indian territory, Indiana, Iowa, Kansas, Kentucky, Louisiana, and Maine are described in this one volume, and a map given of each, and among the biographies are those of Washington Irving, Gen. Andrew Jackson, Thomas Jefferson, Gen. R. E. Lee, Abraham Lincoln, Andrew Johnson, Longfellow, and Lowell. We will mention among the general subjects treated hydrophobia, hydrogen, hypnotism, iron, Jerusalem, jury, light, lithography, magnetism, etc. This is of course but a small fraction of the contents. We believe Chambers' new edition will keep the place that the old one gained as a reliable work of reference.

LATIN PROSE COMPOSITION. For college use. Part I; based upon Livy, books XXI, XXII. By Walter Miller. Boston and New York: Leach, Shewell & Sanborn. 32 pp.

This book is constructed in accordance with the idea that the two parts of Latin instruction—translating from Latin and into Latin—must become more united, thus affording more practice in the use of words and phrases, and giving a knowledge of their order and arrangement. Exercises for oral translation are given to be used as a part of each day's work; it is hoped they will encourage in our colleges the more general application of this excellent, but much neglected means of learning Latin. The written exercises will give practice in writing continuous narrative, and are intended to be used weekly or at other stated intervals. The words employed are, for the most part, taken from the corresponding chapters of the author; all others are either simple and familiar ones, or are given in the notes. A useful table of synonyms is given in the appendix.

LOCKE'S CONDUCT OF THE UNDERSTANDING. Edited with introduction, notes, etc., by Thomas Fowler, D.D. Oxford: at the Clarendon Press. London: Henry Frowde, Amen Corner, E. C.

Locke's fame rests on the "Essay on the Understanding," which marks an epoch in the history of philosophy. His purpose was to inquire into the powers of the human understanding, with a view to find out what things it was fitted to grapple with, and where it must fail, so as to make the mind of man "more cautious in meddling with things exceeding its comprehension, and disposed to stop when it is at the utmost extent of its tether." He argued against the existence of supposed innate conceptions, and later controversies have pressed his theory to such an extreme development that a materialistic system of the universe seemed involved. Although Locke's work has been published occasionally in a separate form it has never been edited with notes. This well-edited edition will therefore be all the more welcome.

LONGMANS' FRENCH GRAMMAR. Complete edition, with copious exercises and vocabularies. By T. H. Bertenshaw, B.A., B.Mus. London and New York: Longmans, Green & Co. 208 pp. 60 cents.

Simplicity is one of the leading characteristics of this grammar, but there is sufficient material in the exercises to give one a good knowledge of the language. A thorough study of what is given here ought to fit one to read most any French book. The lessons are short, each one containing a vocabulary and an exercise to be translated from French into English and one from English into French, rules, paradigms, remarks, etc. The verbs, probably the most difficult feature of French, receive a very clear and thorough treatment. In the appendices various grammatical points are treated; there are some valuable notes to teachers, and a vocabulary covering the words used in the book.

THE EDUCATION OF THE JEWS. By Henry M. Leipziger, Ph.D. Educational Monographs of the New York College for the Training of Teachers, 9 University place, New York.

The author gives a history of education among the Jews, and the subjects of instruction, methods, and school regulations as laid down in the Talmud. Brief space is also devoted to the education of girls among the Jews, and to manual training.

LIBRARY OF EDUCATION; NO. 1, JANUARY, 1801. Principles of Teaching, by J. T. Gaines. Cincinnati: Teachers' Co-operative Publishing Co. 20 cents.

The illustrations in this book are descriptions of actual lessons given in the school-room. First, the subject of principles is considered, and then nature's method of teaching. The illustrative lessons include those on words, reading and spelling, language, grammar, geog-

raphy, history, and arithmetic. The teacher will find much in these few pages to aid him in the school-room.

Q. CURTI RUFI. HISTORIARUM ALEXANDRI MAGNI MACEDONIS. LIBRI III. et IV. The first two extant books of Quintus Curtius. Edited by Harold N. Fowler; with an introduction on "Reading at Sight," by James B. Greenough. Boston: Ginn & Co. 96 pp. Introductory price, 30 cents.

This is intended for use in the upper classes of preparatory schools and the lower classes in colleges. It was preferred by the editor because it was his conviction that for practice in sight reading some continuous prose narrative not readily accessible in a copiously annotated edition, should be in the hands of the pupil. The notes are confined to translations of unusual, or striking, words and phrases, with occasional brief hints concerning syntax, the main object being to save time in the class-room.

PHOTOGRAPHIC MOSAICS: AN ANNUAL RECORD OF PHOTOGRAPHIC PROCESSES, 1801. Edited and published by Edward L. Wilson, editor of Wilson's Photographic Magazine, etc., 853 Broadway, New York City.

"Photographic Mosaics" for 1801 is much larger than former issues, containing two hundred and eighty-eight pages and many full-page engravings. It gives a complete record of the new discoveries and processes in photography during the past year, which is supplemented by articles from a large number of contributors. The book will be of great value to those who are interested in photography as an occupation, or as amateurs.

SAMANTHA AMONG THE BRETHREN. By Josiah Allen's Wife (Marietta Holley.) Illustrated. 12mo. 437 pp. Cloth, \$2.50. New York: Funk & Wagnalls.

Thousands of people have laughed over Samantha's oddities among society folks at Saratoga, and other places, and hence this book is assured a cordial reception. When a dialect is adopted it must fit the character like a glove, else there is an impression of incongruity. Samantha's language seems entirely consistent with her character which, although homely, has considerable power. We find that she is not only a keen observer, but in this book, where she argues the question, "Is woman to have a voice in the government of the church to which she belongs?" she is not to be despised as a logician. A dry subject is served up with literary spiciness that make it pleasant to the taste of thousands who would otherwise avoid it. The humor is rich, but not coarse, and while we are laughing at it we are compelled to admit that she makes many strong points in favor of the weaker sex possessing equal rights with man.

ECHOES FROM DREAMLAND. By Frederick Allison Tupper. Shelburne Falls, Massachusetts: Mrs. S. H. Sawyer. 100 pp.

The author of this volume of verses has poetic talent. We like the little poem "America," and the Berkshire eclogue "Spring," though these are not by any means all that might be thus favorably named. His versification is good, descriptions here and there are strong, and much poetic feeling is shown in some poems. Of course in a collection of this kind embracing about one hundred pieces, there will be varying degrees of merit; many of the poems are scrappy and some do not rise above commonplace.

DICTIONARY OF THE GERMAN AND ENGLISH LANGUAGES. By William James. Thirty-first Edition. Thoroughly revised and partly rewritten, by C. Stoffel. New York: Frederick A. Stokes Co. 485 pp. \$2.50.

This is a complete recast of a work that has for many years enjoyed the favor of an ever widening public. In this latest edition every possible care has been exercised in the selection of the various styles of printing, so as to combine clearness of type with the strictest economy of space. The leading words have been printed in bold type, which will be found to be a decided improvement. The order of the main words has been made a strictly alphabetical one, compounds having been grouped under their initial parts. Great pains have been taken to enlarge the English vocabulary in the English-German part, and at the same time antiquated words have been expunged. A simpler system of indicating the pronunciation of words has been adopted. Many improvements have also been made in the German-English part. The vocabulary has been considerably enlarged by the insertion of new words born from the requirements of contemporary life. The convenience of German students has been consulted by differentiating, by means of German synonyms, the various English equivalents for the different meanings of a given German term.

PHYSICAL AND POLITICAL SCHOOL ATLAS. A series of eighty maps with general index. By J. G. Bartholomew, F. R. S. E., F. R. G. S. London and New York: Macmillan & Co. \$8.00.

It would be impossible, in the brief space we have here, to give an adequate idea of this magnificent book. It is an example of the great progress that has been made in the art of map-making, and its eighty maps are undoubtedly as fine specimens of coloring, drawing, and all other things that go to make up a successful map, as were ever collected together in one book. We never fully realized before what an amount of information could be conveyed by means of colors, and for the information itself, we may say it is the latest to be obtained; it shows what has been done in recent years in exploring the sea and the land, and will certainly be appreciated by those who are studying this planet of ours. Among the subjects illustrated are vertical distribution of climate, astronomical geography, map projections, river basins,

height of land and depth of sea, characteristic land surface features and ocean currents; isotherms for January, for July, and for the year, and range of temperature, atmospheric pressure, prevailing winds, rainfall, races of mankind, principal religions, density of population, the British empire, and commerce and trade routes. Europe is very fully treated, by separate maps, as to its physical and political features, and then each important country is treated in detail. The same course is pursued with the other continents. With the aid of the alphabetical list of countries the map of any country can be easily found and the index at the end directs the searcher for information to the city, town, gulf, cape, river, mountain, political division, etc., on the map where it is represented. We believe this beautiful book will lead many a child to love the study of geography.

LAURETTE OU LE CACHET ROUGE. Par Alfred de Vigny. Edited with an introduction and notes, by Alcée Fortier. Boston: D. C. Heath & Co. 54 pp. 15 cents.

Alfred de Vigny ranks very high among French authors, both as a poet and a prose writer. His aim in the present work was to extol the virtues of the soldier, the author having himself been a member of that profession. The text has been fully provided with explanatory, historical, and grammatical notes, the purpose being to encourage the student by explaining the most difficult expressions. A few points about historical grammar have also been introduced.

ANNOUNCEMENTS.

FUNK & WAGNALLS' new dictionary will give (1) in connection with the name of the author the name of the book; also the page; (2) the use, in the pronunciation of words, of the scientific alphabet of the American Philological Association; (3) the etymology after the definition; (4) the most important current definition first, and then the obsolete and obsolete meanings last; (5) the pronunciation preferred, as well as those preferred by other dictionaries.

ROBERTS BROTHERS have just published "Dreams," by Olive Schreiner, author of "The Story of an African Farm;" "The Future of Science," by Ernest Renan; and "Mirelo," a provencal poem, by Frederic Mistral, translated by Harriet W. Preston.

COWPERTHWAIT & CO.'s publication, "Warren's New Common School Geography," is a complete manual on the subject, having been greatly improved and enlarged.

WORTHINGTON CO. announce for immediate publication "A Russian Country House," by Carl Detlef, translated by Mrs. J. W. Davis, a very interesting love story, of which the scenes are laid in high Russian life.

THE EMPIRE PUBLISHING CO., 142 Worth street, New York, offer for two dollars a copy of "Wood's Natural History of Mammalia," bound in cloth, and stamped in gold, silver, and ink from original design, and a copy of a study from Rosa Bonheur's painting, "The Lion at Home."

THE SCRIBNERS are the publishers of a new work by Prof. A. I. Perry, of Williams College, the well-known author of works on political economy, entitled "Principles of Political Economy."

D. C. HEATH & CO., Boston, will at once add to their series of modern language texts, Sandeau's "Mile de la Seigliere," with introduction and English notes by F. M. Warren, Ph.D., associate in modern languages in the Johns Hopkins university.

CATALOGUES AND PAMPHLETS RECEIVED.

An Illustrated Guide-Book to the Caverns of Luray: describing their manner of formation, their peculiar growths, their geology, chemistry, etc. Philadelphia: Allen, Lane & Scott's printing house.

Appendix to Third Edition of the Evolution of Immortality, by C. T. Stockwell. Chicago: Charles H. Kerr & Company.

Publications of Fowler & Wells Co., 775 Broadway, New York. This is a pamphlet of about sixty pages, containing descriptions of the useful works published by this firm.

MAGAZINES.

Current Literature for January appears with pages reduced in size and increased in number, a change that will be welcomed by librarians, dealers, and subscribers. It is not too heavy for the general reading public, and yet it avoids literature of the trashy sort. A wise selection is made from the poetry and prose of the magazines and newspapers of the day, and this is arranged in departments, so that the reader can turn without trouble to the articles that suit his taste. *Current Literature* is invaluable to one whose time for reading is limited, and yet who wishes to keep informed of the world's progress.

The *Ladies' Home Journal* for February will have an article from Sister Rose Gertrude explaining why she renounced her work among the lepers of Molokai.

Oscar Thanet, the novelist, tells in the January *Century* a true story of the great Irish famine of 1847-48, from documents never published before. The second instalment of the "Talleyrand Memoirs" in the *Century* for February will deal almost entirely with Talleyrand's relations with Napoleon Bonaparte.

Faith and Works.

"We must not use our prayer and physic both together; and so, no doubt, but our prayers will be available, and our physic take effect." Here, doubtless, lies the secret of the frequent failures of the "Faith Cure" practitioners, if that is the proper word. In the above quotation, which, by the way, is from a very high authority, physic is used in a general sense. It means a remedy. Now, we beg you to read the following testimonial from those upon whom the "effect" has been most satisfactory.

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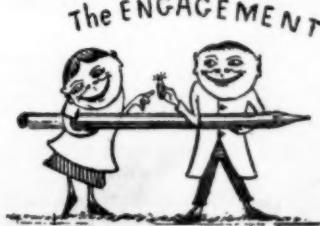
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Very flattering recommendations of Montgomery's American History have been received by the publishers, Ginn & Co., of Boston. Principal J. M. Hall, of Providence, says: "At a meeting of the grammar principals of this city, held on Monday evening, Nov. 24, 1890, it was voted without a dissenting voice, to ask the text-book committee to introduce Montgomery's United States History in place of the text-book then in use." The committee on text-books, of the Providence school committee, made the following report: Your committee, to whom was referred the resolution regarding a change in the text-book on United States history, and directing us to report which is best adapted for use in our grammar schools, respectfully report as follows: "We have carefully examined into the

matter. Among the several books above referred to, your committee recommend as best adapted to the work we desire accomplished in our schools, 'The Leading facts of American History,' by Montgomery."

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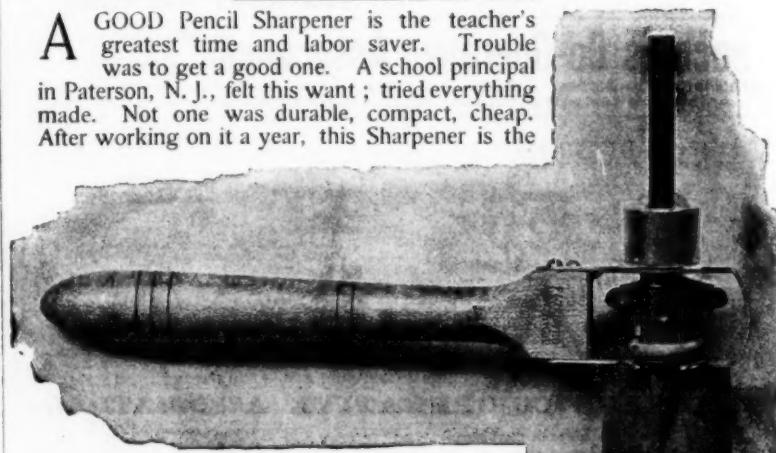
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